



Recognizing Quality Care & Learning

## **Developing, Piloting, and Implementing Rhode Island's BrightStars QRIS: Findings and Lessons Learned**

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**Anaheim, CA**

# Introductions



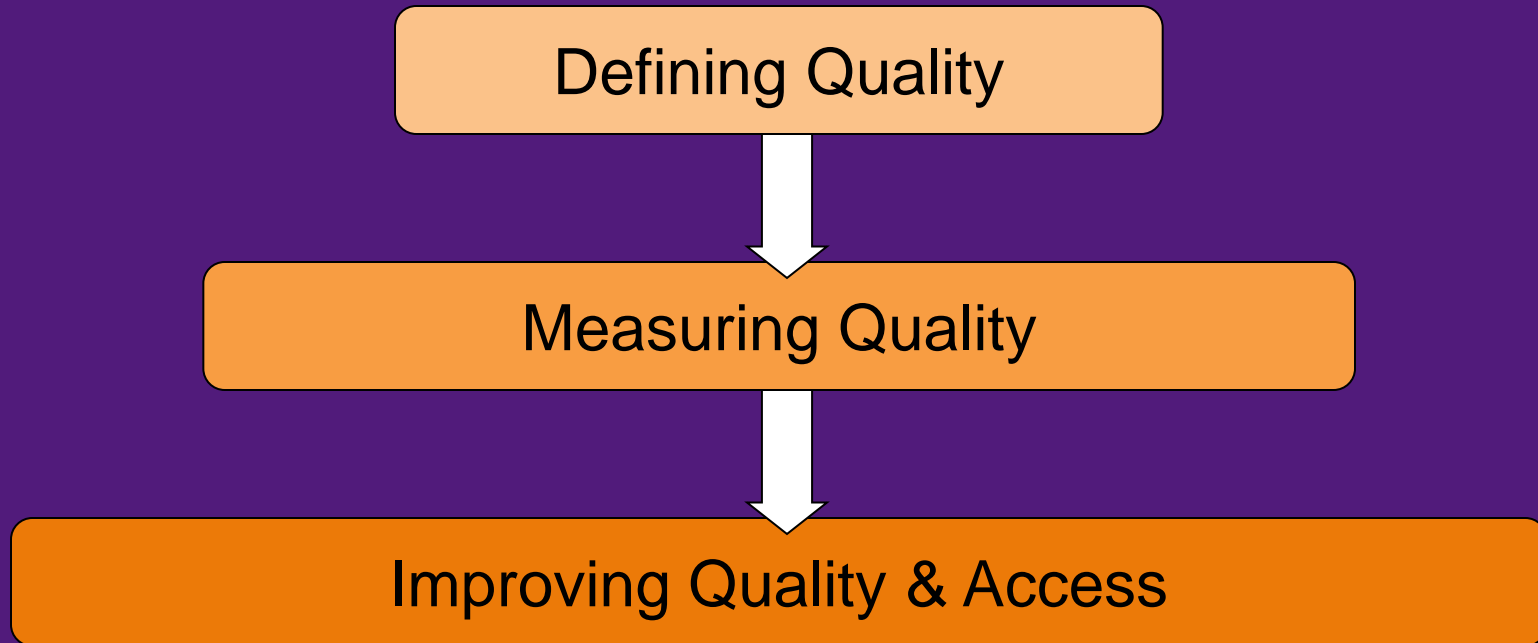
Recognizing Quality Care & Learning



UNC

FPG CHILD DEVELOPMENT INSTITUTE

# BrightStars Map



# BrightStars Guiding Principles

- BrightStars will be a resource for all families
- Participation means a program meets and/or exceeds basic licensing and is on a quality improvement path
- National best practices at top
- Three frameworks with equivalent standards across settings (centers, family child care, school-age)

# Design & Pilot Phase

**2005 - 2006:** Managed by Rhode Island KIDS COUNT, United Way funding for R&D, Steering Committee, family focus groups, statewide forums, expert review

## DRAFT FRAMEWORKS

**2007-2009:** Identification of RIAEYC as implementing agency for BrightStars, funding from United Way, 2 private foundations, and State to pilot test the frameworks and collect baseline quality data.

## FINAL FRAMEWORKS for Centers and Family Child Care

# Lessons Learned from Other States with QRIS

- Conduct pilot test of standards prior to assigning ratings
- Base it on research
- Make it understandable and achievable
- Minimize use of self-reported data
- Make it something you can administer
- Gather data, adjust supports and the standards

# Pilot Phase

- FPG Institute at University of North Carolina brought in to provide expert assistance for pilot phase to finalize frameworks and to help conduct baseline quality data.
- BrightStars staff trained to national reliability standards on ERS tools.
- Work with Rhode Island child care licensing and National Association of Regulatory Administrators to develop system to measure “compliance with licensing.”

# Partnership with FPG

## Pilot Test of Draft Frameworks (2007-2008)

- 25 early childhood centers

- 25 family child care homes

- 25 school-age child care programs

## Baseline Study of Center Quality (2009)

- 50 ECERS + frameworks

- 50 ITERS + frameworks

## Baseline Study of Family Child Care Quality (2010)

- 50 FCCERS + frameworks

## Baseline Study of School-Age Child Care Quality (2010)

- 30 SACERS + frameworks



# Goals of the Pilot Phase

- Evaluate the draft frameworks to determine how well they work to sort programs into meaningful quality levels and serve as the basis for quality improvement
- Collect data to potentially revise the criteria and/or scoring rules
- Build local capacity to gather accurate quality data and establish the rating system statewide
- Gather baseline information on the quality of programs in Rhode Island to provide a better picture of where we are starting from and inform the improvement system

# Pilot Measures

- Measured 26 standards
  - 62 different things
- Levels of Evidence
  - Observation
  - Review of existing documents
  - Self-report
- Data collection tools
  - Document review, facility checklist, director q'aire, qualifications & PD forms, licensing compliance

**SQPD 17: Staff Qualifications and Professional Development**

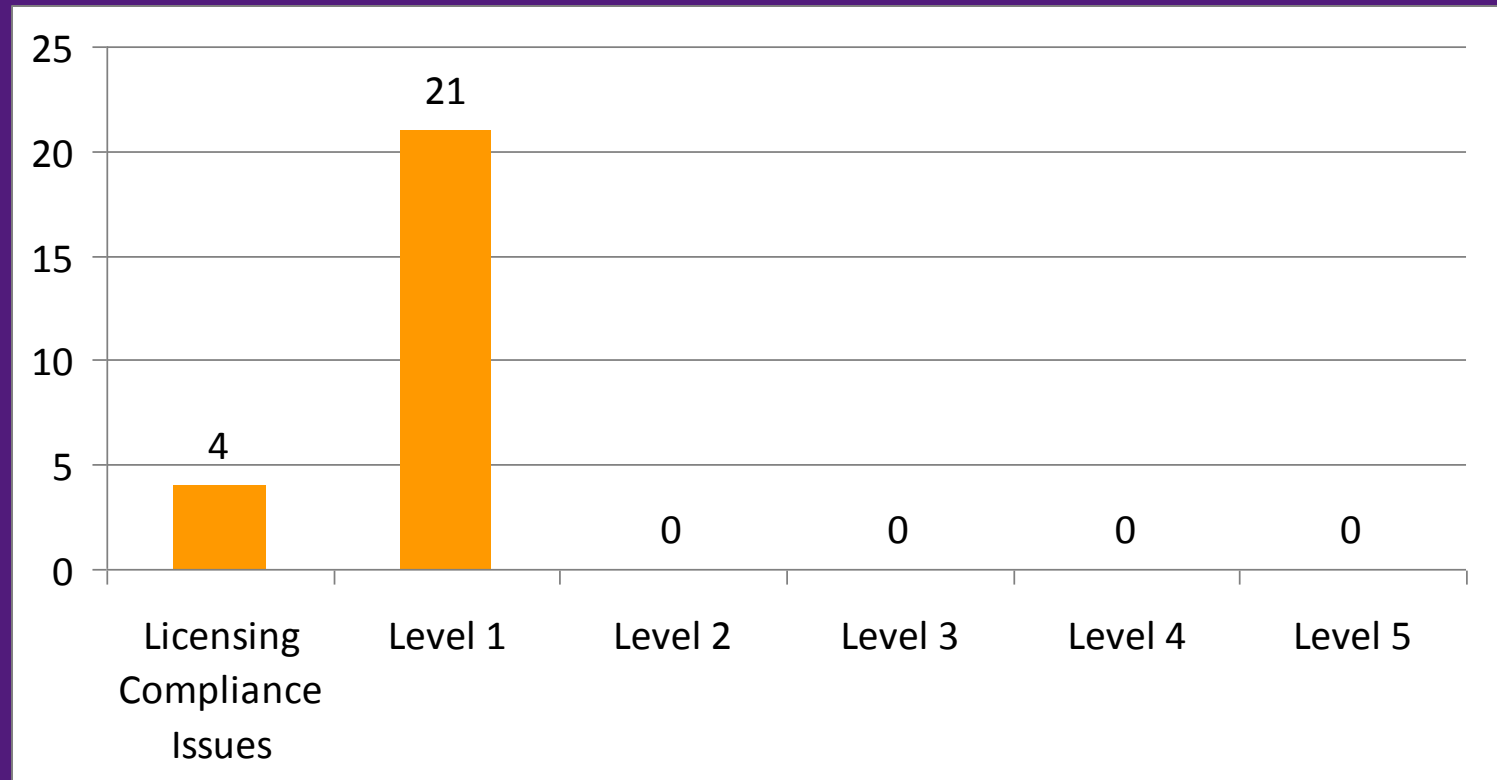
1 ☆ = 68% 24%  
 2 ☆ = 12% 40%  
 3 ☆ = 12% 16%  
 4 ☆ = 8% 4%  
 5 ☆ = 0 16%

**Lead Group Teacher Education:** Teachers with primary responsibility for a group of children have been formally educated and are professionally prepared to work with children in their assigned age

group. (See group size criteria for maximum number of children to be assigned to a lead group teacher).

	20%	36%	8%	20%	0%	16%		
Level One	Level Two		Level Three		Level Four		Level Five	
<p><b>A.</b> Compliance with licensing — <b>100%</b> of lead group teachers have at least a high school diploma or GED.</p>	<p><b>A.</b> <b>50%</b> of all lead group teachers have a <b>CDA, an AA or a BA OR at least 12 college credits in ECE</b> or a related field.</p> <p>32% 76%</p>		<p><b>A.</b> <b>100%</b> of all lead group teachers have a minimum of a <b>CDA, an AA or a BA OR at least 12 college credits in ECE</b> or a related field.</p> <p>20% 40%</p> <hr/> <p style="text-align: center;">+</p>		<p><b>A.</b> <b>100%</b> of all lead group teachers have a minimum of a <b>CDA, an AA or a BA OR at least 12 college credits in ECE</b> or a related field.</p> <p>20% 40%</p> <hr/> <p style="text-align: center;">+</p>		<p><b>A.</b> <b>100%</b> of all lead group teachers have a minimum of a <b>CDA, an AA or a BA OR at least 12 college credits in ECE</b> or a related field.</p> <p>20% 40%</p> <hr/> <p style="text-align: center;">+</p>	
	<p><b>B.</b> <b>25%</b> of all lead group teachers have at least <b>18 college credits in ECE</b> or a related field.</p> <p>32% 60%</p>		<p><b>B.</b> <b>25%</b> of all lead group teachers have at least <b>18 college credits in ECE</b> or a related field.</p> <p>12% 20%</p> <hr/> <p style="text-align: center;">+</p>		<p><b>B.</b> <b>75%</b> of all lead group teachers have at least <b>18 college credits in ECE</b> or a related field.</p> <p>12% 20%</p> <hr/> <p style="text-align: center;">+</p>		<p><b>B.</b> <b>100%</b> of all lead group teachers have at least <b>18 college credits in ECE</b> or a related field.</p> <p>8% 16%</p> <hr/> <p style="text-align: center;">+</p>	
			<p><b>C.</b> <b>50%</b> of all lead group teachers have a minimum of an <b>AA with/and 18 college credits in ECE</b> or a related field.</p> <p>16% 40%</p> <hr/> <p style="text-align: center;">+</p>		<p><b>C.</b> <b>50%</b> of all lead group teachers have a minimum of an <b>AA with/and 18 college credits in ECE</b> or a related field.</p> <p>16% 40%</p> <hr/> <p style="text-align: center;">+</p>		<p><b>C.</b> <b>75%</b> of all lead group teachers have an <b>AA or better with/and at least 18 college credits in ECE</b> or a related field.</p> <p>4% 20%</p> <hr/> <p style="text-align: center;">+</p>	
			<p><b>D.</b> <b>25%</b> of all lead group teachers have a <b>BA with/and at least 18 college credits in ECE</b> or a related field.</p> <p>20% 60%</p>		<p><b>D.</b> <b>25%</b> of all lead group teachers have a <b>BA with/and at least 18 college credits in ECE</b> or a related field.</p> <p>20% 60%</p>		<p><b>D.</b> <b>50%</b> of all lead group teachers have a <b>BA with/and at least 18 college credits in ECE</b> or a related field.</p> <p>12% 40%</p>	

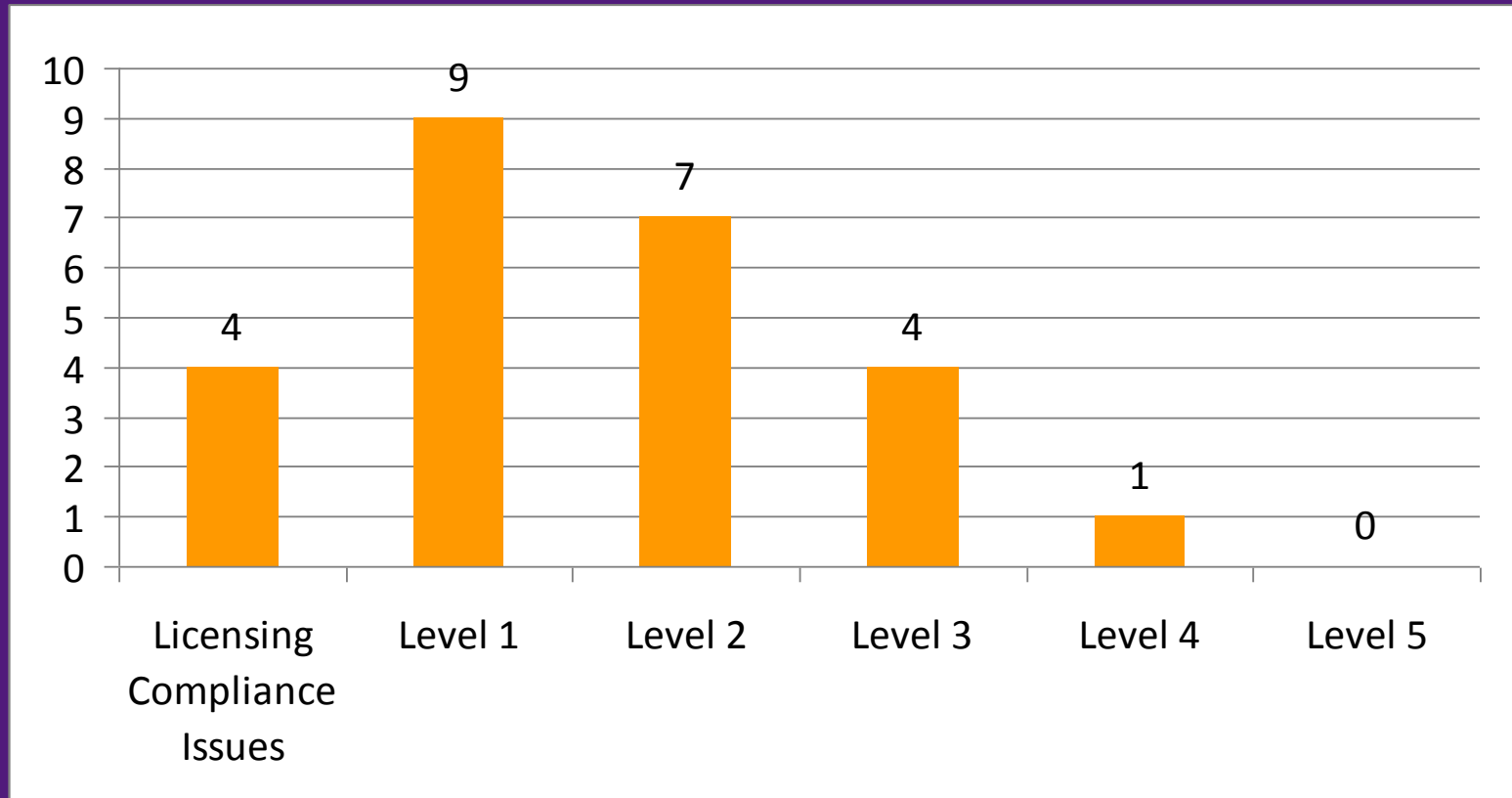
# Field Test Results: Centers/Preschool Overall Star Rating



# FPG Recommendations

- Measure fewer things
- Adjust the framework to increase distribution of stars
- Balance the ideal w/ reality
- Build infrastructure now
- Recognize that programs have to
  - 1) know what's expected in BrightStars
  - 2) have time to meet the criteria
  - 3) be motivated to participate in BrightStars

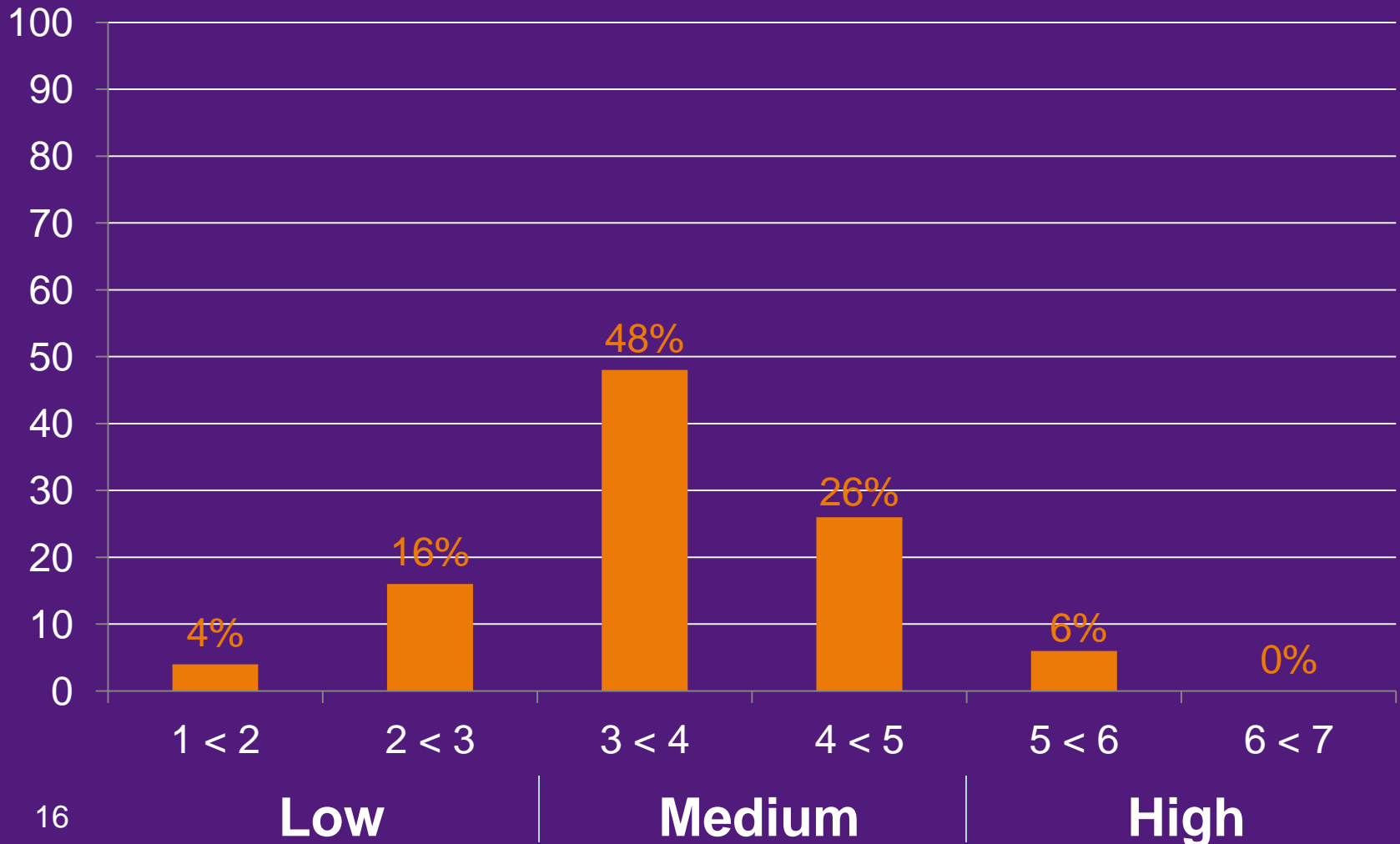
# Revised Framework Applied to Field Test Data



# Child Care Quality Study

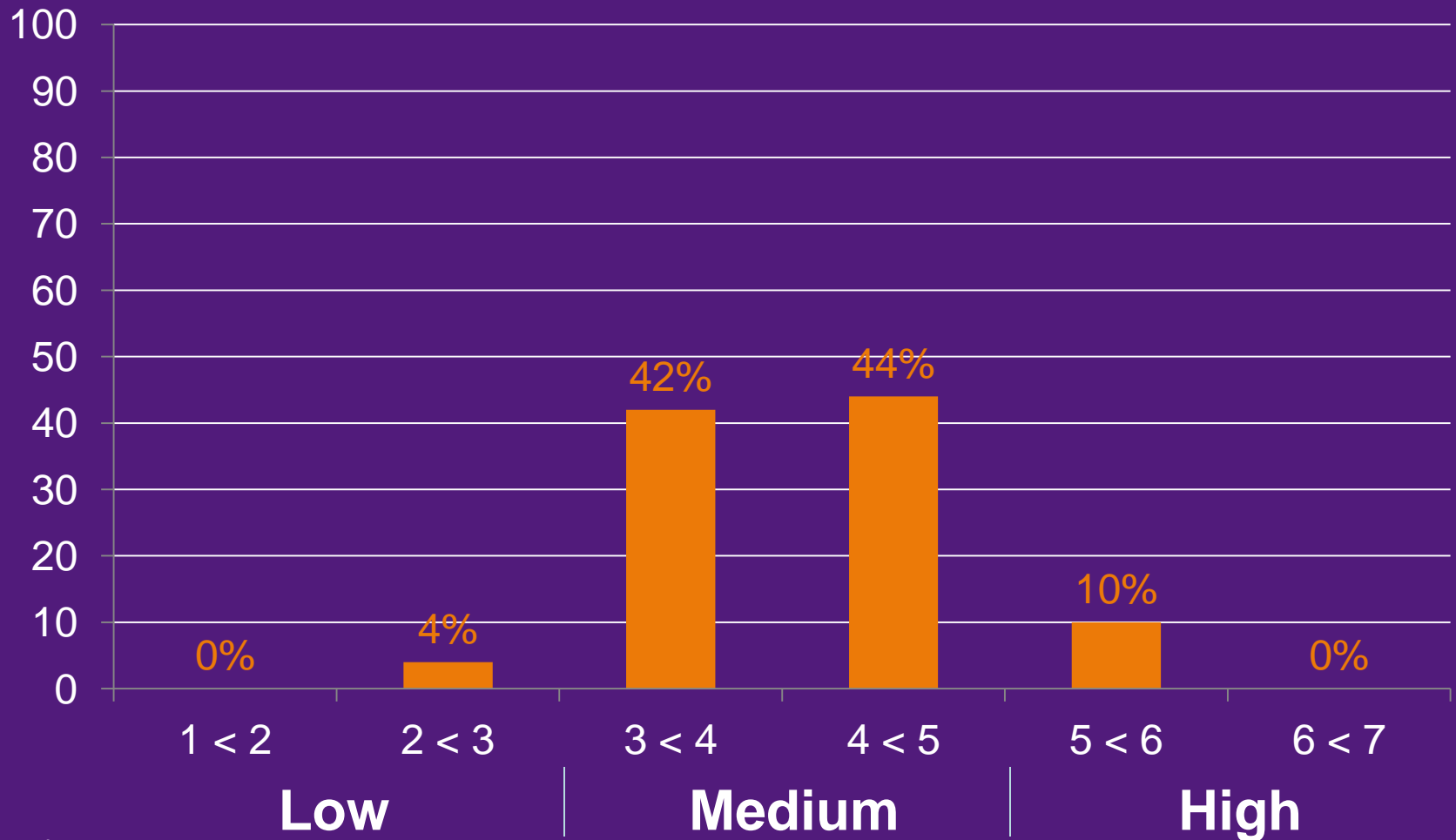
- Purpose
  - Understand quality of care across RI (not just those in BrightStars)
- Measures
  - Facility checklist, Environment Rating Scales, Document review, Director questionnaire, Director & Teacher qualifications
- Sample
  - 69 program

# Distribution of Total ITERS-R Scores





# Distribution of Total ECERS-R Scores



# Education by Type of Classroom

## Infant/Toddler

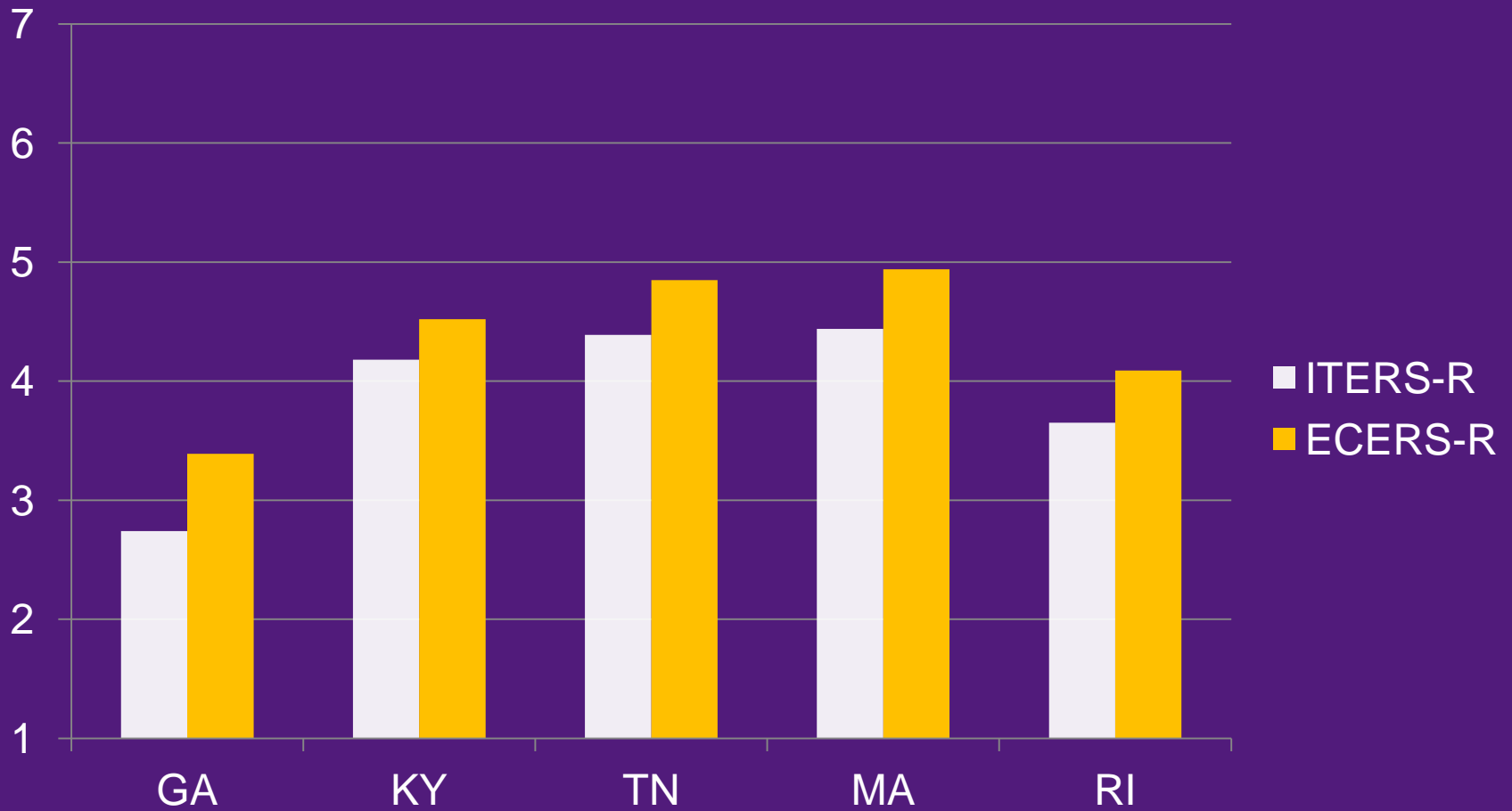
Degree	Percentage
HS or GED	25%
CDA*	14%
Some college	21%
Associate's	23%
Bachelor's or more	17%

## Preschool

Degree	Percentage
HS or GED	10%
CDA*	8%
Some college	16%
Associate's	16%
Bachelor's or more	50%

*\*The CDA is technically a certificate, not a degree.*

# Context: State Comparisons



# BrightStars Implementation

## *Highlights and Challenges*



# But First...

## Key Things Pre-Implementation

- Community and state **partnerships key**
- **Policies for assessment procedures:** confidentiality, assessor objectivity, reliability on tools
- **Program requirements** for participation in BrightStars- application, QIP, annual reports, changes to star rating
- System for “dissatisfied customers”- **appeals process**
- **Evaluation** of BrightStars- FPG, RI KIDS COUNT

# First Year Challenges

- Three 'R's
  - Recruitment
  - Resources
  - Regulatory consistency

# Confronting the Challenges

- Recruitment

- Work on **marketing strategy** to ensure consistent message and brand
- **Partner** with community agencies that support BrightStars
- Collect written **feedback** from participants
- Increase **community presence**
- **Enhance website** to show clearer picture of program quality
- Encourage **peer mentoring** through BrightStars process

# Confronting the Challenges

- Resources

- Incentives made possible through grant received from DHS
  - Quality bonuses based on licensed capacity
  - Participation incentive of \$250
- Partnerships key- community resources offer priority to BrightStars programs for professional development, grants, TA, etc.
- Maintain contact with programs over time- strengthen commitment to quality improvement

- Regulatory consistency

- Regular contact with state licensing agency and Dept. of Education
- “Quality Information Sheets” on BrightStars standards



# Eventually...

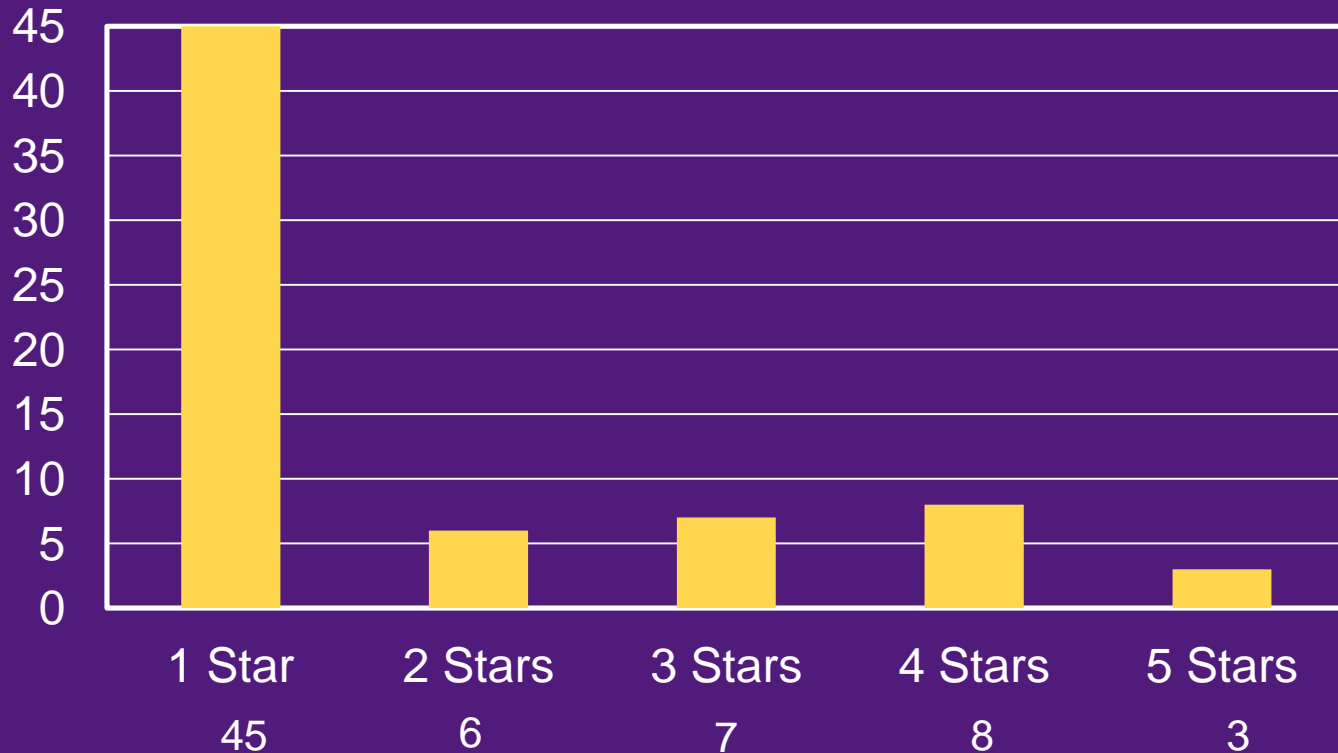
- We realized there will always be new challenges
- BrightStars will always be a work in progress
- *And that is okay*



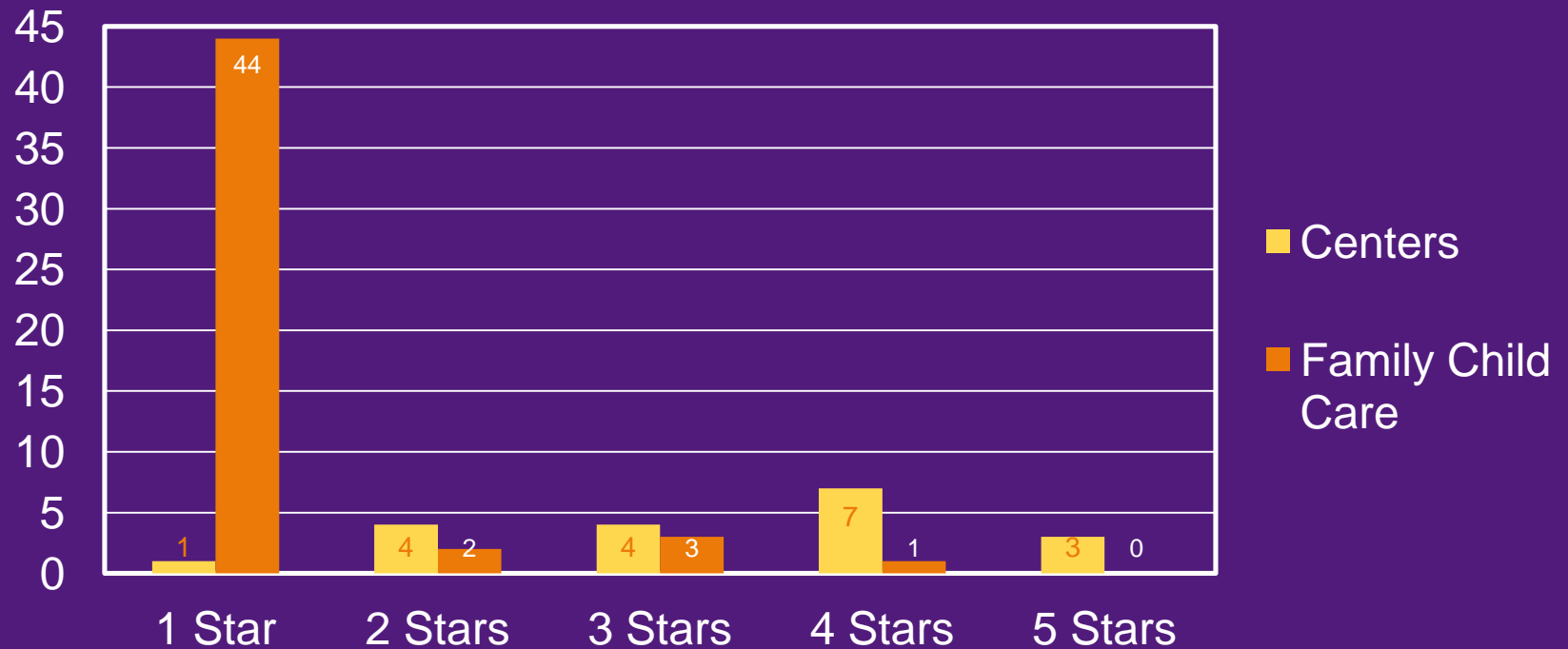
# Who is participating in BrightStars?

- 68 programs currently enrolled
  - 19 child care centers (6%)
  - 49 family child care homes (7%)
- 7% participation of eligible licensed child care or approved preschool programs in state
- Other facts:
  - 96% participating accept child care subsidy payments
  - 78% of participating programs are in RI core cities
  - 88% of participating family child care providers identify Spanish as primary language
  - 10% participating nationally accredited by NAEYC or NAFCC

# And What Do Their Ratings Look Like?



# And What Do Their Ratings Look Like?



Star Rating Distribution by Type

# And Why Do The Ratings Look Like That?

- Rating distribution of family child care vs. center-based care is **consistent with research** and reflects differences in RI child care provider population
- Likely that **higher quality centers** participating in QRIS
- **First year** of implementation; 7% participation rate

# What's Next?

- Implement rating system for School Age
  - currently conducting School Age Quality Baseline Study
- Review and revise BrightStars Quality Frameworks
  - Child care centers and preschools in 2012
  - Family child care in 2013
- Ongoing monitoring and program evaluation
  - Enhance database
  - Track and report on various measures and indicators of quality, including changes over time
- Parent/public education campaign

# In Conclusion...

- What is critical?
  - Partnerships and collaboration
  - Strong leadership
  - Plan for program evaluation and monitoring
- What is helpful?
  - Incentives and other resources
  - Clear policies and procedures
  - Flexibility and creativity in approaching challenges

# Value of a Pilot

- Determine how well your draft quality rating system works.
- Make revisions to measurement plan and standards before ratings are official.
- Collect baseline data (so you know where programs are starting).
- Get outside expertise re: measurement and reality check on feasibility



# Questions?

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*Reports available at  
[www.rikidscount.org](http://www.rikidscount.org)*